



Bertram Hawker Kindergarten

2022 annual report to the community

Bertram Hawker Kindergarten Number: 4607

Partnership: Greenhill South

Signature

Preschool director:

Ms Margie Colton and Kim Raftery

Governing council chair:

Mariana Baltodano

Date of endorsement:

28 January 2023



Government
of South Australia

Department for Education

Context and highlights

Bertram Hawker Kindergarten is located in Myrtle Bank and has a large outdoor area with many trees providing shade. Some trees are filled with birds, others give fruit for us to eat. Our day runs from 8.15-3.45 and caters for two groups of children. This year 27 children attended in the Monday/Wednesday group and 31 in the Tuesday/Thursday group as well as an average of 18 children attending playgroup on Friday mornings. We are fortunate to have an integrated Speech and Language Program on Tuesdays and Thursdays, where a speech pathologist and a teacher provide specialised support to seven children who have severe speech and/or language difficulties. This program supports us to develop all children's language and literacy. Seven dedicated educators, including our speech pathologist, form our staff team. An Administrative Officer one day weekly and two regular relief teachers are also integral to our team.

Our community and practice is underpinned by Aboriginal perspectives of caring for ourselves, caring for each other and caring for our world. We encourage kind, balanced and harmonious relationships. This is highlighted in our philosophy that is reviewed yearly with families and staff.

Educators, children and parents have worked and learned together to create many highlights in 2022. We began the year reading and exploring 'The Colour Monster' book, to help us learn about and understand feelings. Parents commented on how well their children can speak about their feelings and are comfortable with their emotions as a result of this learning. Throughout the year we continued to practice mindful breathing and yoga, and to explore how to be calm, focussed and alert. Everyone has their own way of calming their body and their own way of focusing and becoming alert for learning. As the children learned how to do this for themselves, they gained confidence and self-awareness.

The 'Buddy Program' with year 5 classes at Glen Osmond Primary School was a yearlong highlight. Each kindergarten child was buddied with a school child for the year and met for three visits each term at kindergarten or school. Books and conversations were shared, games played together, and the buddies joined in with transition to school visits leading into 2023. Other events, such as Grandparents and Special Friend's Day, Working Bees, Pyjama Day, planting with Unley Council, Twilight Kindergarten and workshops with Connected Self psychologist, helped to foster community connections. We welcomed new chickens Rice Bubble, Squirtle and Chocolate, named by the children, plus visiting animals from the Nature Education Centre. Each week we cooked with our garden produce, harvesting fruit, herbs, mulberries, eggs and vegetables, including our bumper potato crop this year.

Aboriginal Cultural Learning was another highlight. Aboriginal woman artist and educator, Pilawuk, has a long-time connection with us and shared stories about herself, her family, art and culture, with the underlying theme of respecting each other and our world. Together with Pilawuk we created group silk paintings that will remain at kindergarten for years to come. Trent Hill visited to tell stories, play music and make animal tracks in the sandpit. Parents then joined us when Trent guided us through the Botanic Gardens, teaching us about ways Aboriginal people used trees and other plants to live in sustainable ways. The children reflected on this learning, which we revisited together with Aboriginal books, songs, stories and campfires.

In 2022 we were awarded money as part of the Department for Education Musical Innovation Fund. This partly funded Caleb's Musical Muscles Program to run in terms 1 and 2. This program and the final concert for parents have been a highlight of 2022. Six times each term Caleb came to the kindergarten to play his guitar and glockenspiels with us. The children had fun while developing their skills to listen and follow instructions and learning to read music and to play

Governing council report

This year's focus theme is Caring for each other, Caring for ourselves, Caring for our world and what a better way to start than helping the children understand their feelings through 'The Colour Monster' book. Also, teachers intentionally embedded sound and letter awareness in children's play, thereby assisting their discovery of the symbolic nature and purpose of letters and their connection to sounds and words. Detailed information was communicated via Seesaw informing parents of how to continue sound and letter awareness at home.

In keeping with this theme, children had regular visitors from the Nature Education Centre, which provided a hands-on approach to caring for each other and our world. A particular favourite were Salt & Pepper, the Guinea Pigs! A highlight this year was Caleb from Musical Muscles. Through his "weird and wonderful techniques" (his own words!), the children studied rhythm, beat, tempo, pitch, patterns, tone and dynamics in music. Their joy was evident in their end of session concert!

Staff at Bertram Hawker once again continued their work with Connected Self Psychologists on Trauma Aware training. They learned how to effectively respond to the emotional needs of children to support their self-regulation. Parents were invited to attend Parent Information Sessions held by Esther Fidock to learn about ways to support children to self-regulate and manage their emotions.

Another exciting experience for the children was the excellent buddy program with Glen Osmond Primary School. The Year 5 buddies visited kindergarten several times through the year which cemented great friendships.

Other highlights included the Botanical Gardens excursion with Trent Hill, art gallery workshop incursion, a fantastic Spring Fete and Art Show and Grandparents and Special Friends' week. A heartfelt thank you goes out to the Fundraising and Events subcommittee members who worked tirelessly and, despite the bad weather forecast, delivered a fantastic Art Show.

A final thank you to the Staff, who teach our children with love and deep knowledge, and make their (and the parents') experience at kindergarten one to never be forgotten. I am in awe of your professionalism and passion, and your ongoing search for self-improvement.

Preschool quality improvement planning

Over several years we have focused on children learning to regulate emotions and actions, engage in learning with others, communicate their thinking and learn about sounds of language and letter-sound relationships. We support this through intentional teaching, purposeful play and collaborative learning.

In 2022 our main improvement focus has been to intentionally engage children in play with sounds and words, so they improve their understandings of the symbolic nature and purpose of letters and their connection to sounds and words. The staff team worked closely with our speech pathologist at reflective practice sessions and pupil free days to learn more about evidence-based strategies to teach sound/letter understandings.

We implemented intentional teaching strategies to engage children in play and investigation with sounds and words. We created resources to investigate syllables, beats and sounds in children's names and other words. We explored symbols from other cultures. We used consistent language to describe letter/sound connections, e.g. Letters are a symbol and they represent or show a sound. We provided more drawing/writing materials and print to promote learning about sounds, symbols and words inside and outside. We used body language and movement more to learn about sound/letter concepts, eg using hands to stretch out sounds in words. We displayed strategies and language as prompts for educators.

We developed a plan for sound and letter awareness throughout the year, including learning about syllables, first sounds, rhyme, breaking words into sounds, letter names and sounds, writing and book concepts. We documented learning on Seesaw and in Floorbooks to show how children were developing letter/sound understandings, how they used symbols to represent sounds and words and how they engaged in collaborative learning. We aligned programming, parent handouts and documenting children's learning so this learning could be reinforced at home. Educators became more confident and curious about sounds and letters in words. They play around and investigate sounds and letters more together with children, they notice children's natural interest more and build on this in authentic meaningful ways.

Each educator focused on several children to document growth in sound/letter understandings. We documented and analysed observations of their learning and used a sound and letter awareness screener developed together with our speech pathologist. In depth conversations about each child's learning and data for all children showed improved understandings of the nature and purpose of letters and their connection to sounds and words. Their engagement, enjoyment and curiosity about sounds and letters increased. Their awareness of middle and end sounds in words, awareness of sounds in our environment and awareness of letters as symbols of sounds increased. Children talk about sounds in words and in print and make signs and write messages to one another more frequently.

Another priority to provide more varied opportunities for children to engage with music to support their self-regulation and literacy was supported by the 'Musical Muscles' music program. Children learnt about beats, rhythm and patterns, as did educators, which complemented our sound and letter awareness focus. This will continue in 2023.

Trauma Aware Practice was embedded through co-regulating with children, learning about the links between emotions, feelings, the brain and the body; teaching breathing, interoception, yoga and mindfulness techniques and using language of 'calm, focused and alert'. Parent workshops were run by the same psychologist who facilitated staff professional development.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	69	76	73	71
2020	64	66	66	66
2021	64	66	65	65
2022	53	55	57	60

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	94.5%	89.8%	93.2%	78.2%
2020 centre	91.4%	89.3%	93.6%	93.9%
2021 centre	91.7%	93.9%	95.0%	93.8%
2022 centre	94.3%	83.6%	90.8%	95%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Once again COVID has had an impact on attendance. Kindergarten children have stayed home when unwell and also when family members have been unwell, especially impacting on attendance in term 2. In term 3 children were absent due to family holidays, especially as families began overseas trips again post COVID. Attendance was still high-Term 1: 94.3%, Term 2: 83.6%, Term 3: 90.8%, Term 4: 95%. This was around 10% above the state average. Parents commented that they value their children attending kindergarten and that their children loved coming to kindergarten.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
152 - Glen Osmond Primary School	46.9%	54.2%	62.7%	50.0%
178 - Highgate Primary School	0.0%	0.0%	3.4%	8.0%
647 - Linden Park Primary School	17.2%	15.3%	20.3%	32.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

A majority of children from Bertram Hawker Kindergarten attend our neighboring local public schools, Glen Osmond, Linden Park and Highgate Primary School. In 2023, 50% will be attending Glen Osmond Primary School, which is slightly lower than last year. 32% will be attending Linden Park Primary School; this percentage has increased every year over the last four years, probably due to the Linden Park Schools increasing enrolments and JB Cleland Kindergarten reaching capacity enrolments. 8% will attend Highgate Primary School. We also have children going to Parkside Primary School, Sunrise Christian School, Scotch College, Marryatville Primary School, Mt Barker Waldorf School, Northfield Primary School, Edwardstown Primary School, Concordia College, Annesley Junior School, Pembroke, St Raphael's School and Prince Alfred College.

Family opinion survey summary

97% parents completed written comments on their child's Statements of Learning in term 4. All parents commented appreciatively on the quality of teaching and the learning environment and on the progress their children had made at kindergarten.

9 parents (16% parents) completed the Department for Education parent survey. All areas of the survey rated highly with many parents commenting on the high level of support and wonderful teachers.

Most strongly agreed with all aspects of 'leadership and decision making', especially 'well organised' and 'satisfied with preschool planning'. One parent was neutral about 'parent involvement in planning' and 'seeking parent opinion about the educational program'. Due to COVID we have been less able to involve parents actively on site during the kindergarten program, however we have sought their feedback and ideas in response to our program and documentation of their child's learning. In 2023 we will explore more ways to ensure every parent is actively encouraged to be a part of this cycle of planning.

100% strongly agreed or agreed with the 'Quality of teaching' statements, especially 'high-quality teaching' and 'excellent learning environment'.

The 'Relationships and communication' section rated high in all aspects.

In the 'Support of Learning' section, most responses were agree or strongly agree with 'support of special needs' and 'encourages a sense of pride' rated the highest. One parent gave a neutral response to 'material and resources' and 'information about other support agencies within the community'. Parents may not be aware of the range and quality of materials and resources, both natural and man-made, that we have to encourage children to experiment, explore, create, express their ideas, problem solve, use their bodies and collaborate. In 2023 we will include more information about our 'open-ended' materials within our program and documentation of children's learning. We will also make information about other support agencies within the community more available for parents through Seesaw and a folder on the front verandah.

Parent comments included: We are happy with the level of support our child receives. Especially, with the support their targeted teachers provide during their one on one learning and small group learning.

My child loves going to kindergarten so much, it has been wonderful to see how supported and stimulated she is.

A wonderful learning experience for the children. It will be sad to say goodbye at the end of the year!

Fantastic kindergarten. All 3 of my kids have benefited greatly from the service. The staff are always caring and provide an excellent learning program.

Relevant history screening

Each contract or permanent staff member keeps proof of screening on site and this is checked yearly by directors. Relieving staff members are required to submit their paperwork to show relevant history screening before working on site.

Financial statement

Funding Source	Amount
Grants: State	\$540,196
Grants: Commonwealth	\$0
Parent Contributions	\$50,650
Other	\$3,381

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The 2022 literacy and numeracy funding was used to fund educators to participate in professional development at Pupil Free Days together with our Speech Pathologist. We identified and monitored the impact of high impact strategies to intentionally teach children sound/letter understandings through play, in line with our Preschool Quality Improvement Plan priority and advice from the Preschool Literacy and Numeracy Guidebooks.	More intentional practice and documentation to embed sound/letter awareness through collaborative learning and play. All children improved their understandings of symbols, print concepts and letter/sound connections as shown in the data collection tools, Sound and Letter Awareness Screener and Statements of Learning.
Inclusive Education Support Program	Funding through the Inclusive Education Support Program as well as site funding, resourced additional educator hours to provide ongoing and targeted intervention for 10 children with significant additional needs, including self-regulation/behavioural difficulties, ASD, speech and language difficulties and global developmental delay. Two children received an additional 10 hours weekly through extensive needs funding. The children all received targeted support from the whole staff team, including 1:1 personalised support. We worked closely with the Support Services Team and parents to develop and monitor shared goals and strategies and to pla	The children who received targeted supported through IESP made significant progress and reached many of the goals in their plans. Effective transition to school processes were implemented, so that these children will provide the support they need at school.
Improved outcomes for non-English speaking children who received bilingual support	One child with Punjabi as his first language, received 3 hours weekly of Bilingual support for terms 1 and 2. Another child from Vietnam received 3 hours of Bilingual support for 1 term. Both children experienced significant difficulties using English language and adjusting to the routines and expectations at kindergarten. A whole team approach together with parents, supported us to provide an inclusive environment that built on these children's strengths, interests and understandings.	By term 4 both children developed a sense of belonging at kindergarten, connected with others and engaged a in a range of learning experiences. They made significant progress with receptive and expressive communication, social interactions and their ability to engage in group learning.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.